

Personal, Social and Health Education Policy

19 October 2026

About This Document

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History

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1.0	Sep - 2018	School Governors	Approved and adopted.
1.1	19 Aug - 2021	School Governors	Reviewed and approved.
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1.5	10 June - 2025	René Esterhuizen, Headteacher	Reviewed, no changes.
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1. Introduction

1.1. This policy describes the Personal, Social, Health and Economic Education (PSHE) provision for The Vine Christian School.

2. Our Policy

2.1. In accordance with the Education (Independent School Standards) Regulations 2014, the school provides personal, social, health and economic education (PSHE) for all pupils. The curriculum reflects the school's aims and Christian ethos, takes account of pupils' ages, aptitudes and needs, including those with an Education, Health and Care (EHC) plan, encourages respect for other people with particular regard to the protected characteristics set out in the Equality Act 2010, and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school also has regard to the Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised in July 2025 for introduction on 1 September 2026, and to Keeping Children Safe in Education 2026.

2.2. This PSHE Policy should be read alongside the school's separate Relationships Education Policy (primary pupils, where applicable), Relationships and Sex Education Policy (secondary pupils, where applicable), SMSC Policy, Safeguarding and Child Protection Policy, Behaviour Policy, Online Safety Policy and SEND/Additional Needs Policy, where applicable. The statutory Health Education requirements in the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 do not apply to independent schools; independent schools continue to provide the health education element through PSHE under the Independent School Standards.

2.3. For the purposes of this policy, the protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Pupils will be made aware of these characteristics in an age-appropriate way and taught to respect people who share them. The school may explain its Christian beliefs while ensuring that teaching does not encourage a lack of respect for other people.

2.4. PSHE within a Biblical framework equips students with the knowledge, skills, strategies, understanding and wisdom required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, developing positive approaches to learning, making informed career choices and achieving economic wellbeing. It provides opportunities for children and young people to reflect on and clarify their own values and attitudes, understand and accommodate differences and change, manage emotions and communicate constructively in various settings. It contributes to personal development by helping students build confidence, resilience and self-esteem, identify and manage risk, make informed choices and understand what influences their decisions. Developing Christ-like character and an understanding of their identity, together with self-management and communication skills and the ability to work with others, will help students form and maintain good relationships, develop essential skills for future employability and better enjoy and manage their lives.

2.5. The school's philosophy, ethos, aims, attitudes and values all contribute to the wellbeing and personal and social development of children in our school. By promoting positive working

relationships between staff and students, parents and peers, all members of our school community are valued as individuals. We aim to assist parents, whose primary responsibility it is, to bring up their children in the "ways of the Bible" and in a personal walk with God. While young people are growing towards maturity and independence, they are encouraged to value relationships of trust, honesty and mutual respect with their parents and to understand how peer behaviour and the desire for peer approval can influence them. Students may bring concerns to any member of staff. Any safeguarding concern or disclosure will be dealt with in accordance with the Safeguarding and Child Protection Policy; staff must not promise confidentiality and must report safeguarding concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead without delay.

2.6. Biblical moral principles of right and wrong are taught continually through our daily and weekly programmes. The school recognises the important role of parents and works in partnership with them in relation to PSHE. Statutory Relationships Education and RSE are provided in accordance with the school's separate Relationships Education Policy and Relationships and Sex Education Policy, as applicable. For independent schools, the health education element is provided through PSHE under the Independent School Standards. Teaching about puberty, relationships and sexual matters will therefore be age-appropriate, developmentally appropriate and consistent with statutory guidance and the school's published policies. Staff are available to discuss issues or concerns with parents, including during parent-teacher meetings.

2.7. Students are encouraged to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in. They also have opportunities to learn from their mistakes and to have a second chance when they fail to meet age-appropriate expectations. All staff encourage positive approaches to behaviour, and the school's Behaviour Policy includes clear guidelines that reflect this.

3. Planning of the Curriculum

3.1. In planning the curriculum, Supervisors at The Vine Christian School provide:

i. A clear, consistent framework of values within which to work, supported and understood by the school community.

ii. Supportive relationships between staff and students and among students.

iii. A classroom climate that encourages students to explore ideas, participate appropriately, interact constructively and express their views respectfully.

iv. Preventative education will promote a culture in which sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence or harassment, derogatory behaviour and other forms of physical violence or conflict are recognised, challenged and not tolerated, in an age-appropriate way.

v. Opportunities for development outside the classroom through responsibilities, extra-curricular activities and educational visits, where appropriate.

4. Inclusion, SEND and Accessibility

4.1. PSHE will be accessible to all pupils. Teaching, resources and methods will take account of pupils' ages, aptitudes, developmental stages, special educational needs, disabilities, communication needs and other individual circumstances. Reasonable adjustments and additional support will be provided where required, while maintaining appropriately ambitious expectations. Staff will work with parents and relevant professionals where appropriate.

5. Student Development

5.1. At each stage of the student's development, appropriate learning which develops these skills and the knowledge, understanding and wisdom to apply them takes placed through the individualised PACE curriculum and group classes as Citizenship and Reasoning skills. There is often a cross-curricular dimension, for instance, a project on 'Ourselves' could include work in Science, Geography, Art, DT, English or History; a topic in Science on 'Healthy Bodies' may focus on food and diet, exercise, and the dangers of smoking or alcohol, drug, or solvent abuse. For senior students, the ICCE requirements for graduation include Careers, Successful Living, and Nutrition Science. Completion of elective courses such as Health and Speech is also encouraged. Devotions and Chapel develop not only the spiritual and moral aspects in the lives of both staff and students but promotes personal growth in every area. Lifelong Learning is modelled and valued.

5.2. Thus, through a variety of learning experiences, The Vine Christian School helps each child:

i. Learn to think and act for themselves.

ii. Acquire personal qualities, values, and character.

iii. Know themselves better and think well of themselves.

iv. Value and respect themselves and others, as well as their belongings.

v. Develop good communication skills.

vi. Develop social skills such as sharing, cooperation, and working together as a team.

vii. Value and respect living things and the environment.

viii. Develop confidence and independence.

ix. Take their place in a wide range of roles in preparation for adult life.

5.3. We provide opportunities for personal and social development through a variety of strategies for individual, peer group, and collaborative group work.

5.4. Personal skills such as time management and perseverance, as well as academic success are recognised and rewarded on a daily and weekly basis and celebrated through the presentation of Honour Roll Certificates. Likewise, termly reports and parent-teacher meetings provide an opportunity to assess and reflect on each child's personal and social development. On graduating, students receive a Record of Achievement Folder which includes their ICCE Certificate and other achievements in and out of school reflecting the whole person.

5.5. The Vine Christian School helps each child to develop the skills, attitudes, and character that enable students to develop spiritually, morally, socially, and culturally for e.g., personal thinking skills,

decision-making and communication skills, valuing themselves and others, being respectful, tactful, and compassionate, etc.

5.6. In addition to the PSHE woven through the PACE core curriculum, school procedures, and daily life, PSHE classes are taught. Where appropriate, the school may draw on the current PSHE Association Programme of Study and other suitable resources. Any resource or programme used must be age-appropriate, factually accurate, suitable for the needs of pupils, consistent with the Independent School Standards and the school's Christian ethos, and compatible with the school's separate Relationships Education and RSE policies.

6. Programme of Study

6.1. Where the PSHE Association Programme of Study is used, its three broad core themes provide a flexible framework for planning:

i. Health and Wellbeing

ii. Relationships

iii. Living in the Wider World

6.2. The overarching aim for PSHE education is to provide students with:

i. Accurate and relevant knowledge.

ii. Opportunities to turn that knowledge into personal understanding.

iii. Opportunities to explore, clarify, and if necessary, challenge, their own and others' values, attitudes, beliefs, rights, and responsibilities.

iv. The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

7. Overarching Concepts

7.1. **Identity:**

i. Their personal qualities, attitudes, skills, attributes and achievements and what influences these.

7.2. **Relationships:**

i. Understanding different types of relationships and how relationships operate in different settings.

7.3. **A healthy (including physically, emotionally, and socially) balanced lifestyle:**

i. Including within relationships, work-life, exercise, and rest, spending, and saving and diet.

7.4. **Risk**

i. (Identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)

7.5. **Diversity and equality**

i. (In all its forms)

7.6. **Rights**

i. (Including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).

7.7. **Change**

i. (As something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).

7.8. **Power**

i. (How it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes).

7.9. **Career**

i. (Including enterprise, employability, financial capability and economic understanding).

8. Student Personal and Social Skills

8.1. We will encourage our students to form honest, balanced and faithful relationships.

8.2. We will foster an environment where students can express their feelings and opinions, listen to each other, ask pertinent questions, and justify their own views accordingly while being sensitive to others.

8.3. Students will be encouraged to discuss and debate, to develop confidence in expressing disagreement appropriately and to respect the differing views of others.

9. Student Contribution within the School

9.1. Students are expected to contribute positively to school life. Opportunities may include a student council, prefect responsibilities, appropriate peer support and other duties within the school community.

10. Independent Learning and Individual Responsibilities

10.1. The ACE curriculum encourages independent learning and expects the students to be responsible for setting their own goals, working consistently, learning independently, scoring, and writing oral reports.

10.2. The PACE curriculum also includes opportunities for individual character development.

10.3. Students are involved in self-assessment and, where appropriate, peer assessment. The school uses positive verbal and written feedback to support learning and personal development.

10.4. The following examples should be adapted to reflect the provision and opportunities available in the school:

i. During non-PACE time, students may also:

a) Work independently, with appropriate staff oversight, and use their initiative to develop related projects, surveys and other activities.

b) Develop supervised digital projects or websites to raise awareness and gather opinions about appropriate social and environmental issues affecting young people in the local area, in accordance with the school's Online Safety Policy.

c) Research and contribute to assemblies or activities linked to appropriate national, cultural, charitable or school events, such as Black History Month, National Marriage Week, Fairtrade Fortnight, Saints' Days and Anti-Bullying Week.

d) Take part in pupil focus groups or other pupil-voice activities to inform school leaders and governors/trustees about curriculum and wider school matters.

e) Take part in discussion, role-play and other collaborative activities across appropriate curriculum areas.

f) Take part in a range of problem-solving activities.

g) Prepare and present different tasks for different audiences.

h) Participate in plays, dramas, sketches and musical performances, where appropriate (for example, Christmas or awards events).

i) Participate in the annual European Student Convention (Seniors).

10.5. Teacher support Learning by:

i. Using a range of appropriate, relevant and up-to-date resources.

ii. Where external speakers, organisations or resources are used to support PSHE, the school will check their suitability in advance, ensure that content is age-appropriate and consistent with the school's legal duties and ethos, and agree safeguarding arrangements for any session.

iii. Using current research in their lessons.

iv. Maintaining high expectations for all students.

v. Developing positive professional relationships with students.

vi. Creating a stimulating atmosphere where students can learn at their best.

vii. Grouping students appropriately within supplementary curriculum lessons and providing suitable levels of teaching support.

viii. Providing a safe learning environment with clear ground rules for discussions and questions.

ix. Using appropriate questioning to challenge and extend students' thinking.

x. Thoroughly assessing learning through tests, written assignments and student self-evaluations.

10.6. School Leadership and Management Support PSHE by:

i. Ensuring PSHE is appropriately resourced.

ii. Providing appropriate training and support for staff.

iii. Reviewing student progress and participation as appropriate.

iv. Monitoring and evaluating the quality of teaching and learning.

v. Gathering feedback from staff, students, parents and carers, where appropriate.

vi. Using relevant information and feedback to identify priorities for improvement and staff training.

11. Links with Other Policies

11.1. This policy should be read alongside the Safeguarding and Child Protection Policy, Relationships Education Policy, Relationships and Sex Education Policy, SMSC Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, Equality/Equal Opportunities Policy and SEND/Additional Needs Policy, as applicable.

12. Monitoring and Evaluation

12.1. The provision of PSHE is monitored and reviewed regularly. The Headteacher/Principal has oversight of this policy and monitors the quality and implementation of PSHE, including its consistency with the school's Relationships Education and RSE policies, Safeguarding and Child Protection Policy, Equality Act duties and the Independent School Standards. Monitoring should consider curriculum coverage, pupil needs, safeguarding issues, the impact of provision, staff training needs and whether curriculum documents continue to reflect current statutory guidance.